



WORK STUDIES

Assessment task no: 2

CAREER PLAN

Stage: 6 (Preliminary/HSC)

Weighting: 30 %

Due Date: 28th February, 2019

Teacher: S. Harland

Date Issued: 14.2.19

Teacher Signature: _____

Outcomes:

1, 2, 3, 4, 5, 6, 8

Topics:

- Work environments
- Exploring career and life choices
- Personal profile
- Career pathways

Description of activity:

- Students are to develop a career plan as outlined in the Instructions following Task Details for Assessment Task 2 ;
 - 1) *Personal Profile*
 - 2) *Exploring work*
 - 3) *Choosing a Career*
 - 4) *Career Profile*
 - 5) *Action Plan (including a graphic Career Map)*

Students must sign the Assessment Register when this letter is received.

Work Studies

Assessment Notification

Unit 1: My Working Life

Assessment Title: **Career Plan**

Due: **Term 1, Week 5**

For some time now, HSC Work Studies students have been asked to think about their career pathway once they leave school. You have been given time to think about the kind of lifestyle you want to enjoy, identify your skills and research the employment opportunities that will be available to you.

Students have already taken the first step toward their career by electing to complete the HSC – now it is time to make a plan for your future.

Career Plans

Work takes up about one-third of our lives and can affect our sense of self-worth and overall wellbeing. It is therefore important to find a job that suits you; your values, needs, skills and motivations. A career plan helps you to identify where you are, where you want to be and how to get there. As time goes on, your plan will help to manage the direction and progression of your career and also remind you of your goals. Career planning is a lifelong process, and your plan will alter with time as priorities and opportunities change.

Task Details

Follow the instructions given to build a personal career plan. Each new instruction should be viewed as a new 'piece' of your plan and presented with an appropriate title and (where possible) on a new page.

You are to present this assignment in a manner that best represents you, but it must be typed and fit within your A4 Work Studies Portfolio.

It is highly recommended that you look up some Career Plans online to find a style you like.

*****Please note: This career plan will be used throughout the year to assist with the development of work-related skills and work experience placement.***

Instructions/Steps

1. Personal Profile

Tell me about yourself. You should include information that gives the employer a reason to read on and consider you for the position. Your profile is both an insight into who you are personally and why you would be good at the job.

Use the following as a guide for the type of information to include:

- What kind of person are you? How would you like people to perceive you when they first meet and get to know you?
- What are your skills? What do you do well?
- What are your strengths? Name your positive qualities.
- Name your interests – What do you enjoy doing? Identify some past activities, events, roles or experiences you have enjoyed.
- What are your biggest achievements to date?
- What kind of lifestyle do you wish to have once you leave school?
- What are your dreams and aspirations?
- What motivates you to work toward this lifestyle and your dreams and aspirations?

2. Exploring Work

It is important to be honest with yourself when you are planning a career. You need to develop career (and life) goals that are simple, realistic and achievable. Aiming high is great, but you have to acknowledge the steps you need to take to get there. Start considering your future career now by responding to the following questions:

- What is important to you in work and life?
- What is your opinion of work? Where does work fit into your life? That is, do you work to live or live to work?
- When making work or life decisions, are there any other factors you need to consider? (e.g. family, financial responsibilities, distance, illness)
- What kind of income do you expect to earn within a few years of leaving school? Is this income sufficient to support your chosen lifestyle?

- **Name five (5) things you are looking for in a job.**

3. Choosing a career

As adults, we have to be realistic. We have to understand that we may not always get our first choice in career. Sometimes we simply don't get the opportunity, and at other times we find that the desired job isn't what we wanted after all. Therefore, it is important to have options – an idea of more than one thing that we'd like to do.

You performed some Career Quizzes as part of your coursework. Use the results from these quizzes, your current aspirations and advice from others to identify **AT LEAST THREE (3)** careers or career pathways that you would like to pursue once you leave school. Rank these choices in order of preference, with "1" being the career you want to do **MOST**. Now write a brief blurb about each of the careers and an explanation of why you would like to pursue it.

4. Career Profile

Now it is time to learn all about the career or career pathway you identified as the "number 1" choice for your future. You need to research the job so that you can address all of the criteria listed below. You will conduct your research by using the printed resources available at school, the internet and actually talking to people who know about the profession. Please remember to be realistic and thorough – you don't want to build a picture of a job that is absolutely wonderful and everything you could ever want, to find out in reality that the job is terrible (for you, anyway).

Tell me about your chosen career or career pathway. You must include the following information:

- Specific position / job title
- Detailed description of the job (including daily tasks)
- Work type – full time, part time, sessional, seasonal, contract, casual?
- Work sector – government, industry, private sector, small business?
- Qualifications / Experiences / Skills required for position
- Support, training or financial support available to facilitate pursuit of career – e.g. government funding, employment initiatives, scholarships
- Expected work conditions / environment
- Room for personal growth / positive life changes
- Market need – likelihood of getting a job
- Longevity of job – is it likely to be a continuing position (e.g. medical administration), or experience future downturn (e.g. mining)?
- Expectation of income – current and future projections
- Expectation of continued learning / training
- Opportunities for further career progression

5. Action Plan

You have clearly identified the career you wish to pursue in the future. You know the expectations and duties of the job. Now, you need to convince the employer that this is the job for you and demonstrate commitment to your goals by creating a clear Career Action Plan.

Respond directly to the following questions/tasks to create your Career Action Plan.

- ATTRIBUTES

What attributes do you possess that make you suitable for this career?

- *Why is this career the one for you?*

- QUALIFICATIONS AND SKILLS

Identify the qualifications you will need to obtain to pursue this career?

- *Where will you gain these qualifications (school, TAFE, university, private educational institution, work experience)?*
- *Details of qualifications and time taken to achieve them.*
- *How long will it take to obtain the qualifications?*
- *How much will it cost and how will you pay for it?*

Are there any skills you should be working on to set yourself apart from your competitors? Can you access voluntary work experiences

- PATHWAYS

Summarise the pathway you will need to take to achieve your career goal by developing a “career map”. Are there any alternative pathways to achieving your chosen career? Put them on the map.

- *An example of the correct style for career mapping is given on the next page. You can develop a hand-written map if you like.*

- SUPPORT

Is there anyone that can support or mentor you through the process of achieving your career goals? Do you need to build a network?

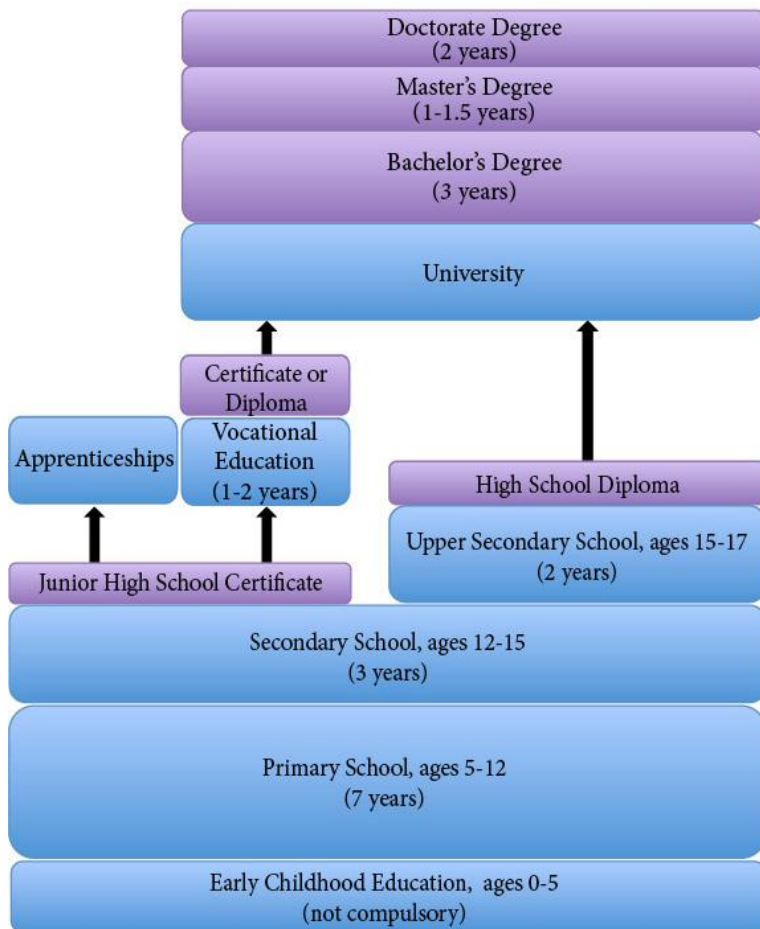
- *Professional associations, trade unions, government schemes and even networking and building connections can help you gain not only the skills required for entry into your chosen career, but also the contacts.*

- TIME LINE

Commit yourself to a clear timeline in which to achieve your career goals.

- *You may identify several small goals along the way that lead to your major career goal.*
- *This timeline should be realistic and achievable and set within a 10 year time frame, as we are talking about getting into the career of your choice, not necessarily about reaching the top of the corporate ladder.*
- *You may include projected details of where you want to head after achieving your initial career goals, but this should not be the overall focus.*

Example of a Career Map



Useful Websites:

Victorian Government Job Advice

<http://careers.vic.gov.au/exploration/a-fair-workplace>

Monash University Careers Service

<http://www.monash.edu.au/careers/students-grads/plan-your-career/career-planning.html>

Western Australia Training and Workforce Development

<http://www.careercentre.dtwd.wa.gov.au/careerplanning/Pages/FindingOut.aspx>

Michael Page – International Recruitment Firm

<http://www.michaelpage.com.au/career-centre/job-search-advice/creating-career-plan>

Relevance

Marks awarded contribute 15% of your final Work Studies grade.

This task satisfies syllabus objectives and outcomes 1, 2, 3, 4, 5, 6, 8.

Submission

Submission is to be in hardcopy, presented in your Work Studies portfolio. Students may choose to scan their work for additional electronic submission.

Marking

The Marking Guidelines and Marking Schedule are included on the following pages.

Each section of this assessment task will be marked based on a set of required criteria (including, and in addition to, those listed within this assessment information sheet).

A final Overall Assessment mark (out of 30) will be given based on your demonstrated understanding of the task, presentation and overall effort. This mark will account for 30% of your final preliminary grade.

Marking Guidelines

1. Personal Profile

To gain a very high, the student will satisfy the following marking criteria:

- Include information as detailed in the Instructions
- Demonstrate an understanding of themselves, their skills and attributes and promote themselves in a positive manner

2. Exploring Work

To gain a very high, the student will satisfy the following marking criteria:

- Include information as detailed in the instructions
- Shows due consideration of the questions given and gives clear, definitive responses
- Clearly identifies five things they are looking for in a job
- Demonstrates understanding that other factors must be considered when making life or career plans (i.e. presents holistic attitude to work)

3. Choosing a Career

To gain a very high, the student will satisfy the following marking criteria:

- Clearly satisfy requirements as detailed in the Instructions
- Evidence that student completed Career Quizzes and communicated with others before proposing chosen careers
- Demonstrates knowledge of a range of employment opportunities
- Demonstrates understanding that careers are varied and dynamic
- Presents career choices that are personally suitable

4. Career Profile

To gain a very high, the student will satisfy the following marking criteria:

- Presents required information, as given in the Instructions
- Presents a realistic and thorough image of the chosen career
- Profiles career that correlates with expectations, skills and goals, as previously indicated
- Explores opportunities for progression within career
- Demonstrates understanding that many careers require ongoing learning
- Supplies accurate and realistic information regarding wages, market need, skills, conditions and suitability

5. Action Plan

To gain a very high, the student will satisfy the following marking criteria:

- Responds to all questions/tasks given in the instructions
- Breaks Action Plan down into a series of small, achievable steps
- Presents Action Plan that is attainable within 10 years of leaving school
- Uses research to gain a deep understanding of the educational qualifications needed to achieve career goal and present a realistic view of their attainment
- Clearly identifies people, services and institutions that will assist in achieving career goals
- Demonstrates understanding that there are many ways to achieve a single career goal
- Tackles task with knowledge, maturity and sense of self

6. Overall Assessment

To gain a very high, the student will satisfy the following marking criteria:

- Present career-focussed goals that are simple, realistic and achievable
- Identifies and understands factors important in career planning such as personal strengths and attributes, skills, education, goals and interests
- Demonstrate knowledge of the relationship between education, work and standard of living
- Demonstrates realistic consideration of their plan to transition from school to work
- References where and as required, including information on the acquisition of wage rates and employment opportunities and longevity
- Presents Career Plan in a format that is both representative of the student as an individual, and appropriate for the chosen focus career.

Work Studies Assessment – Career Plan – Marking Schedule

Student Name: _____

	Very High 5	High 4	Medium 3	Low 2	Very Low 1	Not Shown 0
1. Personal Profile	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Exploring Work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Choosing a Career	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Career Profile	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Action Plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Overall Assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
						/30

Comments and Notes: